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define it, or he may define it and yet omit all consideration of the essentials from a human and broad geographic standpoint.

As a matter of fact, a geographic definition may have two aspects, one of which is abstract and technical, while the other expresses a relation to life and its activities. The former carries but little meaning to the child; the latter, though imperfect, has a very definite educational value. One must bear in mind that the definition is not a part of the science of geography, but of language. It is the art of expression, and an art, moreover, that demands the highest degree of skill. In a way the best definition is the one which the pupil himself constructs. Its value lies in the fact that the teacher may read between the lines to discover whether or not the pupil has the right idea—very crudely and bunglingly expressed, most likely, but fairly correct as to meaning. Nothing but experience and practice will bring accurate and concise expression, and no one can scarcely expect either accuracy or conciseness in immature minds.

The remaining chapters treat of the use of pictures, maps, models, globes, etc., of the course of study and of observational and field work, and finally of the teacher's preparation. These chapters are all practical and full of good sound sense.

The chapter on the needed preparation emphasizes the necessity of broad training in geography for all grammar school teachers, and include an annotated selected list of reference for teachers. It is unfortunate that some of the books included in the reference list are not accurately quoted, and in some cases later editions than those noted exist.

It is foolish, however, to quarrel concerning minor points in a book that is so generally valuable as is Dr. Redway's latest contribution to geography. Every teacher of geography should read the book with care; but it should be noted that any teacher needs to know much geography in order to get the best out of the book. In other words, it is not a book "for the preparation of the teacher," as it is entitled, but a valuable book for the fairly well-prepared teacher, and particularly for those in the harness of daily teaching geography.

R. E. D.

Lessons in Physical Geography, by Charles R. Dwyer. American Book Company, N. Y., 1901. Pp. 430, with 347 figures in the text, and several maps.

Modern secondary texts in physical geography must be judged from several standpoints: as to their practicability under existing conditions in secondary schools; as to their scientific accuracy and their value in laying a strong scientific basis in physical geography, on which later work may be founded; and associated with this second point, as to their value for meeting the requirements for college entrance. Whatever the standpoint from which written, the

book must be agreeable reading, must be helpfully illustrated with pertinent figures and plates that are well reproduced, and must be spaced in such a way that the several topics receive their due amount of attention.

In some ways Dr. Dryer's *Lessons in Physical Geography* meets the requirements mentioned remarkably well, and in some ways the book leaves much to be desired. The book is written inductively, and is well spaced, the order followed being one that any teacher could follow without embarrassment. The book covers the four divisions of the subject approved by the Sub-Committee on Physical Geography of the Committee on College Entrance Requirements of the National Educational Association, with a summary chapter on Life, treating the distribution of life largely from the standpoint of relation to the environment. Perhaps the most commendable and useful feature of the book is the series of Practical Exercises, giving suggestions for individual work on the part of the pupils. Some of these exercises are eminently original, and most of them are very practical, even for those schools where opportunities for field work are necessarily limited. Practical as the book is in general plan and in certain details, it is disappointing to find that the author has not distanced his rivals in making a book especially available for the first two high school years, for the reason that it must evidently be many years before the subject can appropriately be included in the last years of most secondary schools.

From the standpoint of the beginning secondary pupil the book is, on the whole, not successful. The text is not sufficiently clear and simple in its treatment, and terminology is too apparent. Dr. Dryer has reduced the number of terms found in some physical geographies, but he has substituted new ones that are of doubtful value or need. *Mantle rock* is not an appealing substitute for waste or detritus, and the beginner does not need either *centrosphere*, *lithosphere*, *biosphere*, or *psychosphere*, to give a few instances. Our texts are too full of terminology, as indeed is, perhaps, the science as a whole.

The book can in general be relied on as being accurate as to principle and fact—a very strong point, in which it surpasses most of the other books in the field. There are a few slips and a few questionable facts; but they are in the minority. In discussing drainage the author uses the term “rejuvenation” to apply to streams that have been increased in power by elevation and to land surfaces that have been refaced by accumulations such as glacial drift; when, from the standpoint of drainage, the effects in the two

instances are strongly contrasted. *Drift* is applied to all transported detritus; when in general usage it is applied to glacial accumulations only. A *consequent* stream is said to become a *subsequent* stream when it has become *adjusted*, making *subsequent* and *adjusted* synonymous, which is contrary to priority and usage. Filled valleys are called *alluvial plains*, when the slopes and the method of origin are strikingly different.

The author has evidently avoided purposely certain fundamental terms in physiography, such as *monadnocks* and *peneplain*. *Relict mountains*, which is not an inviting substitute, is given apparently in place of monadnock, and *peneplain* is used to apply to an old plain only, when it is generally used to apply to all old land-forms, and notwithstanding the fact that it was first used to apply to old mountains. The problem of terminology for secondary physical geography is still unsolved.

It would seem rational to include the terms most used in the literature of the subject and to present them in such a way that the student would gain from his study the power of interpreting the literature; but thus far terms have been too many, too few, or not carefully used.

It should be strongly emphasized, however, that the life side of the book is unusually well done. In fact it would be hard to improve upon it. The illustrations are well chosen, pertinent to the text, and unusually well reproduced. From this standpoint the book seems to the present reviewer the best in the field. Another aspect of the book that deserves strong commendation is the series of Appendices, devoted to the Equipment of a Geographical Laboratory; Meteorological Instruments and their Use; The Construction of a Weather Map; and Reference Books. The book closes with an excellent and inclusive index. Teachers will find the list of reference books particularly helpful, because not over-inclusive, but judiciously and scientifically chosen.

As a whole, the book is a strong competitor in the field it occupies; but there is plenty of room for improvement. The book is interesting from the method of presentation adopted, and valuable because it emphasizes in a practical way the possibilities and problems of laboratory work. The author has avowedly written for the teacher as well as the pupil, and perhaps some of the deficiencies of the book may be traced to that cause. The history of the last ten years in elementary and secondary geography has shown conclusively, it would seem, that it is inadvisable to attempt such a contrasted task in one text.

R. E. D.